

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-1: Module 5 Planning the Job

- This is the module title slide.
- The purpose of this module is to help the worker and/or his supervisor ask the right questions to plan a job and to emphasize the importance of planning. The module walks through a brief, simple scenario. Then participants will fill out a planning checklist and discuss it.
- Announce the module and move quickly to the next slide.

Overview of this module: The table below summarizes the content and teaching methods for this module. This is for your reference. Do not cover this with the participants.

Module 5: Planning the Job		30 minutes
<ul style="list-style-type: none">➤ Evaluate the Property➤ Evaluate the Work➤ Schedule the Work➤ Choose the right tools and methods		<p><u>Key message:</u> Plan before you start the work.</p> <p><u>Notes:</u> This module is very interactive. A short scenario precedes each topic. Participants brainstorm questions before discussing the material. They also complete a planning checklist.</p> <p><u>Preparing for this module:</u> Review materials in advance so you are familiar with the scenarios and the checklist.</p>

Module 5

Planning the Job

6/11/03



5-1

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-2: Module 5 Overview

- Talk briefly through the topics to be covered.

Module 5 Overview

- ◆ Evaluate the property
- ◆ Evaluate the job
- ◆ Schedule the work
- ◆ Choose the right tools and practices for
 - Set up
 - Work
 - Clean-up

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5-2

Module Overview

- This module pulls all the topics previously discussed together and walks you through a job from start to finish to help you plan your job and do it right from the start.

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-3: Scenario 1: A New Job

1. Tell participants to read the scenario.
2. Then read through it with them.
3. Ask them to list the questions they have.
4. Record their questions on a flipchart.
5. Questions they should ask: How old is the house? Does it have lead-based paint?
6. Move to the next slide for further questions they should consider.

Scenario 1: A new job

- ◆ Your boss has just told you that you are starting a new job today.
- ◆ It's an exterior paint job.
- ◆ It's at 234 Mulberry Street.
- ◆ They're expecting you, so get over there and get started.

Do you have any questions before you go?

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5-3

Scenario: A first look at the house.

- Read the scenario.
- As a large group, consider the question posed. You have no information about the house. What kinds of questions come to mind?

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-4: 1. Evaluate the Property

- Use this slide to wrap up the conversation from the previous slide. These are the questions that the supervisor should be asking the client and should be communicating to the worker.
- Highlight the key questions:
 - Is it a pre-1978 residence?
 - Are any additions post-1978?
 - Has any testing been done?

1. Evaluate the Property

◆ Was the residential building constructed before 1978?

- If yes, take proper action and use lead-safe work practices.
- If no, you do not have to worry about lead dust.

◆ Has there been significant renovation to the home?

- Newer additions may be post-78.

◆ Has the paint been tested for lead?

- If yes, collect documentation of what and where.
- If no, assume lead-based paint is present.



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5-4

Evaluating the Property

This slide highlights the questions to answer about a property before you do any work there.

- **Was the property constructed prior to 1978?** The majority of buildings constructed before 1978, especially those constructed prior to 1960, contain some lead-based paint. Unless otherwise documented, you should always assume that painted surfaces from pre-1978 houses include lead-based paint and that all dust generated from these surfaces may contain lead. Although the amount of lead-based paint found in homes varies, older dwellings typically have more lead-based paint. For pre-1950 properties, you should assume that lead-based paint is present on most painted surfaces. Some localities may have restricted lead-based paint prior to 1978.
- **Has there been significant renovation?** If all of your work will be conducted in an addition to the dwelling that was constructed after 1978 or in a home that was gutted and renovated after 1978, you do not need to utilize lead-safe work practices in the parts of the home that were built/renovated after 1978. You should ask the resident for information about significant renovations. If the resident does not know when the renovation took place, and the property was constructed prior to 1978, you should assume all painted surfaces contain lead-based paint.
- **Has the property been tested for lead?** Lead testing will tell you if there is lead in the property. If the resident has documentation that a certified inspector or risk assessor performed a lead evaluation and found that no lead-based paint is present in the work area, you do not have to utilize lead safe work practices, regardless of the age of the property. If the paint has not been tested for lead, assume that lead-based paint is present and utilize lead safe work practices.



HUD's Lead Safe Housing Rule does not provide an exemption for additions built after 1978 unless the surfaces to be disturbed are tested for lead and are found not to be painted with lead-based paint. Therefore, when working in a Federally assisted or Federally owned dwelling, workers should use lead safe work practices in all parts of the unit including additions unless testing has shown that the surfaces they will disturb are not painted with lead-based paint.

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-5: 1. Evaluate the Property

- Use this slide to highlight how Federal requirements may affect work practices. Remind participants of the flowchart we reviewed in Module 1. It is in Appendix 1.
- Also make clear that this information is available. If the client does not have it, it can be found through public records. When in doubt, assume lead is present.

1. Evaluate the Property

◆ Does this property receive government assistance?

- If yes, lead safe work practices may be required. Check with the client.
- Confirm this is not an abatement project.

◆ Where is this property information?

- Ask the client. This information is available from tax records, disclosure forms or other documentation
- If no documentation is available, assume lead is present.



6/11/03

5-5

Evaluate the Property

In addition to the questions on the previous slide, the job supervisor should determine if there are any special requirements for the work related to Federal housing funds.

Is the property assisted with Federal, State, local, or tribal funds? If the property is assisted, the job may require the practices learned in this course. Talk to your client about any work requirements and confirm that this is not an abatement job that requires a certified abatement contractor. (See Appendix 1 and Appendix 3 for more information on Federal requirements.)

Where is this property information? The client should be able to answer all four of the questions we just discussed. If they can't, they should be able to find that information through tax records, the disclosure forms they received when purchasing the property, and other documents.

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-6: A First Look at the Work

1. Review the information in the scenario.
2. Ask participants what questions they would ask now.
3. Record their answers on the flipchart.
4. Good questions for them to ask concern:
 - The amount of scraping, sanding, etc.
 - Does the crew have appropriate tools and supplies to contain the area, work safely, and clean-up.
5. Move to the next slide to summarize the questions to ask.

Scenario 2: A first look at the work

◆ Your boss says:

- The house was built in 1939
- No testing was done
- Assume lead is present

◆ What questions do you have now?

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5-6

Scenario: A first look at the job

- Now you know the age of the house. How does that affect your actions?
- As a large group, consider the questions posed.

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-7: 2. Evaluate the Work

- Use this slide to review the kinds of questions they should ask at the beginning of each job to make sure they are prepared for lead safe work practices.

2. Evaluate the Work

◆ Will this job involve:

- Sanding, scraping, drilling?
- Demolition?
- Other activities that make dust?

◆ If yes, take proper precautions:

- Set-up
- Work practices
- Clean up

◆ Will this job create high levels of dust?



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5-7

Evaluate the work

This slide lists the kinds of questions to consider when planning the actual work.

Will the work involve scraping, sanding, or other activities that make dust?

- All renovation, remodeling, and painting activities that disturb painted areas, including scraping paint, removing siding, replacing windows, will create some dust. Additionally, some areas, such as window troughs and loose areas near a building's foundation, typically accumulate dust and paint chips. You must consider these factors when approaching the job and develop an appropriate plan to deal with the potential lead dust. If your work will NOT disturb ANY painted surfaces or areas where lead dust can accumulate, you do not have to use lead-safe work practices.

What precautions are needed?

- The amount of dust created is directly related to the size of the work area, condition of the structure, and tools, materials, and dust control methods used. Previous modules presented descriptions of the necessary precautions you should take while setting up the work areas, performing renovation, remodeling, or painting activities, and cleaning up.

If the job will disturbed paint surfaces, will it create high levels of dust that will cause you to take extra precautions?

- As highlighted in previous modules, some projects create more dust than others. Major renovation work, such as demolition, or removing old paneling, siding, windows, or wall-to-wall carpeting, can create high dust levels. Additionally, surfaces with deteriorated or chipped paint are more likely to generate high levels of dust than intact surfaces. The level of dust a job will create directly affects other parts of your job, including the materials and equipment required, precautions taken during set up, and the control methods used.

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-8: 3. Scheduling the Work

- Use this slide to discuss ways to schedule the work.
- Remind participants that residents cannot enter the work area. This may mean that residents should move out temporarily.
- Scheduling work efficiently will minimize the hassle to residents.
- Ask participants if they have ideas for how to minimize problems for residents, especially for high dust jobs.

3. Schedule the Work

◆ How will I schedule lead-safe work practices?

- Minimize hassle to residents
- Limit the size of the work area
- Minimize labor costs

◆ Take high dust jobs into account



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5-8

Scheduling the job

This slide reviews considerations for the scheduling of work.

How will I schedule the lead safe work practices?

- When scheduling lead safe work practices, you should keep three goals in mind:
 - Minimize the hassle to the residents
 - Limit the size of the work area
 - Minimize extra labor costs
- In many cases, it is preferable to complete lead hazard control activities before beginning other renovation, remodeling, or painting activities. This will minimize the possibility of distributing lead dust outside of the work area. This may also allow most of your work to be done using traditional methods - without the precautions necessary when working with lead-based paint - thereby simplifying the coordination of other project-related activities. It would also minimize the disruption for to the residents by reducing the areas of the house they should not enter because lead dust activities are taking place.
- For large projects, it may make more sense to conduct lead safe practices at the beginning of each phase of the project. For example, if you are renovating all of the bathrooms in a house, you may work in one bathroom at a time. In this case, it makes sense to perform lead-safe work practices at the beginning of each individual renovation activity as opposed to at the beginning of the entire job.

Take high dust jobs into account.

- High dust jobs take more planning and may have a greater impact on your schedule. Some considerations for high dust jobs are:
 - Consider how the containment of the high dust job will affect the residents. Try to minimize the time residents are restricted. If they cannot have access to parts of their home, it may be a good idea to move them out temporarily.
 - Try to perform all high dust work at the same time.
 - If possible, set up a dust room and do all high dust work in one location.

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-9: Planning Exercise

Use this slide to launch the Planning Exercise.

1. Review the assumptions about the home.
2. Refer participants to the planning checklist on the next pages of their manual.
3. Instruct them to fill it out.
4. Walk around the room to confirm that participants are on-task.
5. Give a two-minute warning.
6. End the exercise after five minutes.
7. Go to the next slide to debrief.

Planning Exercise

◆ **Use the planning checklist**

◆ **Assume:**

- 1939 single family home
- No lead testing done
- No Federal funds
- Repainting the exterior
- Significant peeling paint

◆ **You have 5 minutes**

6/11/03



5-9

Planning Exercise

1. Use the checklist provided on the next pages on your manual when planning a job.
2. To practice, read the assumptions on the slide and fill out the checklist.
3. Note, a blank copy of this checklist is in your notebook in Appendix 2 if you ever want to make copies.
4. You have 5 minutes to fill out the checklist.

<p>Evaluate the Property</p> <p>1. Was the property constructed after 1978?</p> <p>2. If the work area is limited to an addition, was the additional constructed after 1978?</p> <ul style="list-style-type: none"> <i>If yes, you are not required to use lead safe work practices (unless the home receives housing assistance – see Question 4 below).</i> <p>3. Was testing conducted in the property?</p> <ul style="list-style-type: none"> <i>If yes, collect any documentation and plan your work using the information.</i> <p>4. Is the property receiving Federal assistance through a State, local, tribal, or Federal program?</p> <ul style="list-style-type: none"> <i>If yes, ask if there are any special work requirements for the job and confirm that it is not a job for a certified abatement contractor.</i> 	<p>1. YES NO</p> <p>2. YES NO</p> <p>3. YES NO</p> <p>4. YES NO</p>
<p>Evaluate the Job</p> <p>1. Will this job involve scraping, sanding, drilling, or other activities that make lead dust?</p> <ul style="list-style-type: none"> <i>If yes, use the safe work practices described in this course. Use the attached list of supplies to plan your work. Plan your schedule to accommodate the necessary lead safety measures.</i> <p>2. Is this a high dust job?</p> <ul style="list-style-type: none"> <i>If yes, use additional precautions as appropriate. Use the attached list of supplies to plan your work. Plan your schedule to accommodate the necessary lead safety measures.</i> 	<p>1. YES NO</p> <p>2. YES NO</p>

SET UP TOOLKIT

Barriers	Coverings	Other Items
Rope	Heavy plastic sheeting	Tack pad
Barrier tape (bright color preferable)	Disposable mesh (e.g., burlap, cheesecloth, landscaping mesh)	Small disposable towels or wipes
Saw horses	Staple gun	Misting bottle
Orange cones or other similar marker	Tape (duct, painters, or masking)	
Signs	Utility knife or scissors	

SAFE WORK PRACTICE TOOLKIT

		Other equipment
Wet/dry sandpaper or sanding sponge	Heavy duty plastic sheeting	HEPA Exhaust attachments for power tools (sanders, grinders, etc.)
Mist bottle or pump sprayer	Tape (duct, painters, masking)	Power washing equipment
Chemical stripper	Utility knife or scissors	Needle gun with HEPA exhaust
Heat gun	Heavy duty garbage bag	
	Vacuum with HEPA Filter	

Personal Protective Equipment Toolkit

Painter's hats	Gloves	Disposable hand towels (e.g., paper towels)
N-100 disposable respirators or equivalent	Pre-moistened disposable wipes	Ear protection (when using power tools)
First aid kit	Safety glasses	Disposable shoe covers
	Coveralls	

Clean-up Toolkit

Misting bottle	Two buckets or two-sided bucket	Mop with disposable heads
Detergent	Shovel and rake	Tape (duct)
Pump sprayer	Heavy duty garbage bags	Disposable hand towels (e.g., paper towels)
Vacuum with HEPA filter		

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-13: Planning – What Did You Learn?

(There is no Slide 5-10, 5-11, or 5-12 because of how the software numbers them.)

1. Ask the groups what they checked off in each section and why?
2. As you talk through the answers, highlight the answers to the questions on the slide. In particular:
 - Why did they choose the tools and equipment they did? How will they use them?
 - How would their choices have changed if the job had been different, e.g., an interior job or a smaller job?

Planning – What did you learn?

- ◆ Does this job need special practices? Why?
- ◆ Are they required or recommended?
- ◆ What tools did you choose? Why?
- ◆ How would your list change if this were an interior job?
- ◆ What if this were a smaller job?



6/11/03

5-13

As a large group, discuss the questions above.

Lead Safety for Remodeling, Repair, and Painting

Module 5 Instructor Notes

Slide 5-14: Now You Know

1. Use this slide to reinforce lessons learned and address any outstanding questions.
2. Highlight the resources available in the appendices.
3. Close the course on an inspirational note.

Now you know

How to plan for a job

- ◆ **Evaluation the property**
- ◆ **Evaluation the work**
- ◆ **Schedule the work**
- ◆ **Choose the right tools and work practices**
 - Set up
 - Doing the work
 - Clean up

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5-14

Now you know how to plan for a job. Go forth and do good work.